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ABSTRACT

This set of materials consists of three research reports concerning cultural and linguistic acculturation of minority children, and information about Acculturation Quick Screen, a technique, which includes computer software, for measuring students' relative level of acculturation to the public school environment in the United States. The research reports include a study examining the presence of and interaction between educational and cultural/linguistic characteristics of children experiencing acculturation, and a two-part report of a study of five Colorado school districts that examined the assessment and instruction of culturally and linguistically diverse children, learners of English as a Second Language. The Acculturation Quick Screen method and software (Acculturation Quick Screen Wizard) based on this and other research are then described, and techniques for their use are discussed. (Contains tables and references.) (MSE)

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ACCULTURATION:

Implications for Assessment, Instruction, and Intervention

Catherine Collier, Ph.D.

This is a compilation of articles about
the theoretical and research foundation
of the AQS and its companion software,
the Acculturation Quick Screen Wizard (AQSW).

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INTRODUCTION

All human beings are raised within a cultural context. Their language and cognitive development occurs within this cultural context. The process of learning this context is called *enculturation.* Enculturation occurs through the child rearing practices of a group of people. In addition to enculturation, all human beings experience *acculturation.* Acculturation is a type of culture change that occurs when an enculturated individual comes into the proximity of a new or different culture. This may occur by moving into a new environment or location populated by people raised with a different language or culture. It may occur by going to a new school or moving to a new region of the country.

Acculturation is initiated by the conjunction of two or more autonomous cultures or subcultures. The dynamics of acculturation include selective adaptation of the value system, integration and differentiation processes. Acculturation does not mean assimilation. It refers to the process by which members of one culture or subculture adapt to the presence of another. This adaptation may take varied forms.

The process of acculturation may be accompanied by some degree of culture shock depending upon how different the new situation is from that to which the individual is enculturated. The side effects of acculturation include: heightened anxiety, confusion in locus of control, code-switching, silence or withdrawal, distractibility, response fatigue and other indications of stress response. There is a recognized pattern of response to acculturation and those going through this culture shock may do so in a recurring cyclical manner.

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EFFECTS OF ACCULTURATION

The normal side effects of acculturation look very much like traditional indications of the presence of a disability. These reactions to the process of acculturation can be:

HEIGHTENED ANXIETY

CONFUSION IN LOCUS OF CONTROL

WITHDRAWAL

SILENCE/UNRESPONSIVENESS

RESPONSE FATIGUE

CODE-SWITCHING

DISTRACTIBILITY

RESISTANCE TO CHANGE

DISORIENTATION

STRESS RELATED BEHAVIORS

Research has shown that monocultural responses to acculturation can result in an increase in dysfunctional and self-abusive behaviors. Other concerns may be delayed post traumatic responses, generation gaps, and survivor guilt.

(Padilla 1980; Juffer 1983; Adler 1975; Berry 1980; Szapocznik & Kurtines 1980; Keefe 1980; Berry 1970; Berry 1976; Collier 1985)

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Culture Shock Cycle

Fascination

Finds the new interesting and exciting.

Listens to the new sounds, intonations, & rhythms of the new language.

Tries doing/saying things in the new culture/language that are interesting.

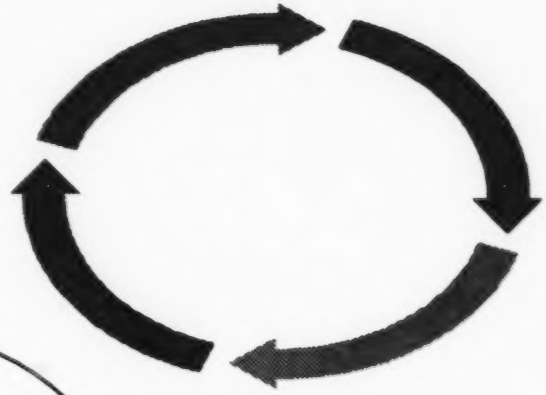
Tries out new activities, words and attitudes with a lot of enthusiasm.

Disenchantment

Encounters Problems.
At First: Basic Needs.
Later: More Complex Problems.

Misunderstandings Related To Language, Customs, Mannerisms Occur.

Response Fatigue Begins To Occur More Frequently



Mental Isolation

Misses 'home' culture.

Feels like outsider in new.

May limit or avoid all contact with new culture.

Spends more or all of one's time with own cultural group

Adjustment/Recovery

Basic needs met & routine established.

Improvement in transition language skills.

More positive experiences with new culture.

May experience stress in 'home' culture.

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Comparison Of Acculturation And Education Characteristics Of Referred And Nonreferred Culturally And Linguistically Different Children

by Dr. Catherine Collier

First published in NABE Theory, Research and Application: Selected Papers, 1987, L. M. Malare (Ed.), Buffalo, NY: State University of New York at Buffalo, pp. 183-195.

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Introduction

This study investigated the acculturation and education characteristics of culturally linguistically different elementary school children who had been enrolled in bilingual programs. The purpose of the study was to identify those education and acculturation characteristics which distinguished children who had been referred to special education from nonreferred children. The effect of the interaction of these characteristics upon predicting referral and placement was also examined. The sample consisted of 95 Hispanic children who had been enrolled in bilingual education programs. Comparative profiles and a scale to rate the degree of acculturation were developed. The findings indicated that acculturation characteristics were significantly involved in the referral and placement of the target students in special education, as well as highly correlated to school achievement.

Overview

One of the most controversial issues currently facing educators in public school districts throughout the United States is the identification and referral of culturally and linguistically different children for placement in special education programs. Over the past decade, disproportionate referral of minority children (both over and under referral and placement) has become a tatter of increasing concern to educators in public schools. Personnel involved in the referral and placement of these children, into special assistance programs, need to be able to identify the potential exceptional educational characteristics and the cultural and linguistic characteristics of these children in order to make informed and appropriate decisions. The interactive effects of these characteristics

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upon the child experiencing cultural and/or linguistic adaptation, i.e., acculturation, must be taken into account in the referral/placement decision. Without this knowledge, education personnel cannot make appropriate identification, referral and service decisions for the culturally and linguistically different (CLD) child.

It is evident from a review of previous research that the interrelationship of cultural and educational characteristics is central to answering questions about appropriate identification, referral and instruction of CLD exceptional children. It is also evident from a review of these studies that the results of acculturation research have not been considered in this interrelationship.

There is ample evidence that cultural, linguistic, and psychological changes occur among populations undergoing acculturation (Berry, 1970; Witkin & Berry, 1975). This is especially troubling since the effects of acculturation are similar to and may be confused with some of the behaviors for which children are referred to special education. Knowledge about these characteristics and needs of the CLD population is incomplete without a knowledge of the effects of acculturation upon this population and how these acculturational factors relate to exceptionality.

Children in need of special assistance will continue to be identified and placed in special education classrooms. It is important to identify their special needs, delineating those characteristics of exceptionality from those characteristics of acculturation, and to provide them appropriate services.

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exceptionality from those characteristics of acculturation, and to provide them appropriate services.

This study examined the presence of and the interaction between educational and cultural/linguistic characteristics of CLD children experiencing acculturation in the public school system. It also examined and identified which of these characteristics differentiated children referred for special education placement from nonreferred culturally and linguistically different children. The results and conclusions of this study provide guidance in developing appropriate training for school personnel in the identification, referral and instruction of the culturally and linguistically different exceptional population in the public schools.

Definition of Terms

Acculturation

A type of culture change initiated by the conjunction of two or more autonomous cultures. The dynamics of acculturation include selective adaptation of the value system, integration and differentiation processes. Acculturation does not mean assimilation. It refers to the process by which members of one culture adapt to the presence of another culture. This adaptation may be through integration, assimilation, rejection, or deculturation (Padilla, 1980).

Convergence

The interaction of an exceptional condition(s) and the cultural and linguistic characteristics of an individual. The effect of being retarded upon the acculturation of a Spanish speaking child is an example of convergence. Another example is the differing attitude within particular cultural groups toward an exceptional condition

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and the effect of this upon a CLD exceptional child's development and learning.

Culturally and linguistically different

An individual native culture is not of mainstream America and whose native language is not English. The individual may or may not be acculturated to some extent and may or may not be relatively proficient in English or in his/her native language.

Exceptional

A condition which requires modification of the regular instructional program in order for a child to achieve his/her maximum potential (Haring and McCormick, 1986).

Special education

Instruction designed for children who educational needs cannot be addressed effectively in the regular school program without adaptation or modification (Haring and McCormick, 1986).

Methodology

The sample for this study consisted of 96 Hispanic limited English proficient (LEP) elementary students who were identified by a local school district and enrolled in bilingual/ESL programs in the district prior to the 1984-85 school year. The school district was asked to provide information on students, randomly selected, from their K-6 bilingual/ESL programs. The sample consisted of 95 bilingual children, 51 of whom had never been referred to special education and 44 of whom had been referred to special education. The referred students included 27 referred but not placed and 17 referred and placed in special education within the last two years.

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All of these students were identified by the district as limited English proficient to some extent and of Hispanic cultural backgrounds.

The students were compared on 15 acculturation and education variables selected on the basis of an extensive review of the literature. The acculturation variables were selected from research focused on the effect of numerous cultural and linguistic factors upon the successful acculturation of CLD students in this country (Alder, 1975; Juffer, 1983; Padilla, 1980). The acculturation and education variables are shown on Table 1 Acculturation Means by Referral Status and Table 2 Education Means by Referral Status. The acculturation variables are given on Table 1 and the education variables are given on Table 2. The education variables were those regularly considered in the referral and placement of any child in special education (Ysseldyke & Algozzine, 1981; Knoff, 1983; Smith, 1982).

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Table 1 Acculturation Means by Referral Status

Acculturation Variables	x N	sd N	x R	sd R	x R*	sd R*	x P	sd P
BI	1.82	.65	1.39	.49	1.52	.51	1.18	.39
LAU **	1.75	.89	1.98	1.13	1.30	.29	3.06	1.13
ELP **	2.45	1.42	2.43	1.34	1.82	1.15	3.41	1.01
CL ***	49.20	11.99	36.68	13.86	39.64	12.04	31.97	15.55
US	3.30	2.20	3.84	1.87	3.67	1.57	4.12	2.59
ACT ***	13.78	3.88	14.16	3.02	12.85	2.53	16.24	2.58

Significance: ** P < .05 *** P < .01

Note: BI = Years in bilingual/ESL; LAU = LAU/ELPA Category; ELP = English Language Proficiency; CL = Percent minority enrollment; US - Years in United States; ACT - Acculturation. N = Nonreferred; R = Referred; R* = Referred/Not placed; P = Referred/Placed.

Table 2 Education Means by Referral Status

Acculturation Variables	x N	sd N	x R	sd R	x R*	sd R*	x P	sd P
ABV	-	-	83.59	9.05	86.25	9.36	82.77	9.18
ABN	-	-	94.77	11.09	92.50	6.61	93.46	12.29
ABT	-	-	86.65	8.29	88.25	6.70	86.25	8.78
INV	1.12	.38	3.07	.69	2.89	.75	3.35	.49
EDT	14.13	4.39	11.76	4.00	12.05	4.83	11.41	2.85

Significance: ** P < .05 *** P < .01

Note: ABV = Verbal I. Q.; ABN = Nonverbal I. Q.; ABT = Full scale I. Q. (I. Q. tests are not administered to nonreferred); INV = Degree of Concern; EDT = Educational Achievement Score. N = Nonreferred; R = Referred; R* = Referred/Not placed; P = Referred/Placed.

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Composite scores for the two major variable categories, acculturation and educational achievement, were also considered. A scale for rating relative degree of acculturation was developed based upon the variables and research cited above. This scale was submitted to 15 professionals for review and modification. [This scale, now copyrighted as The Acculturation Quick Screen, has been revised and renormed since the original study. A copy of the AQS follows this article.]

Theoretical Foundation

The theoretical foundation of this study is based upon a holistic view of identifying and providing for the special needs of children. More specifically, the needs of the whole child must be identified and provided for in an integrated curriculum before it can be said that his/her needs have been met. The children in the bilingual special education population are children who may have special linguistic, cultural and educational characteristics which may distinguish them from `regular bilingual children and which may assist in identifying their special learning needs.

In examining cultural and linguistic characteristics, the additional factor of acculturation must be considered. Acculturation is a process which affects any person exposed to a different cultural and social environment. Of the four general acculturation outcomes (i.e., integration, assimilation, rejection, and marginality) integration was selected as the adaptive goal against which the children were rated. The acculturation scale developed was based upon research into how successful cultural integration takes place in a population experiencing acculturation (Padilla, 1980).

Both acculturation and education variables have been featured in previous studies of identification and referral of CLD children.

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However, the interaction of these characteristics have rarely been examined. This interaction was the central concern in this study.

A review of the literature led to the expectation that within a randomly selected group of school children, those referred and/or placed in special education would differ significantly from those not referred or placed, particularly in regard to achievement and ability. In previous studies, cultural and linguistic differences between mainstream and minority became an additional factor in whether or not a child was referred and/or placed. In this study, however, all of the children were from the same cultural and linguistic background. As they were also from the same non transient socioeconomic background and age range, it was expected that the children should be relatively homogeneous in regard to cultural and linguistic variables, with some differences between individual children. In theory, pre-investigation expectations assumed that referred and nonreferred children would differ on their education profile but not on their acculturation (cultural and linguistic) profile.

Research Question

The study examined the following main research question:

> In what acculturational and educational ways do nonreferred culturally and linguistically different children differ from those referred to special education?

Non-referred CLD children (N) were compared to referred CLD (R) as a whole group. The N group was also compared separately to referred but not placed (R*) CLD children and to placed (P) CLD children. A summary of the findings by N/R/R*/P groups is given in Table 3. The findings are discussed in more detail in the Findings

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section. Variables were compared and analyzed for statistical significance as well as for "effect size", i.e. the degree to which differences between the groups were meaningful. In particular, between *Nonreferred* and *Placed* the effect size was .75, indicating a meaningful difference between these populations on the variables as a whole. The effect size between *Nonreferred* and *Referred* was .56, slightly more meaningful than that between *Nonreferred* and *Referred But Not Placed* (which was .45). The effect size between *Placed* and *Referred But Not Placed* was only .16 indicating little meaningful difference between these populations on the variables as a whole.

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Table 3 Summary of Results by Referral Status

VARIABLE	RESULT
1. School	• Significant for N/R • Significant for N/R*/P
2. Sex	• No Significance
3. Age	• No Significance for N/R • Significant of N/R*/P
4. Grade	• No Significance
5. Years in Bilingual/ESL Program	• No Significance for N/R • Significant for N/R*/P
6. LAU/ELPA Category	• No Significance for N/R • Significant for N/R*/P
7. English Language Proficiency	• No Significance for N/R • Significant for N/R*/P
8. Minority Enrollment	• Significant for N/R • Significant for N/R*/P
9. Years in United States	• No Significance
10. Level of Acculturation	• No Significance for N/R • Significant for N/R*/P
11. Verbal I.Q	• No Significance for R/R*/P
12. Non-Verbal I.Q.	• No Significance for R/R*/P
13. Full Scale I.Q.	• No Significance for R/R*/P
14. Reason for referral or problem behavior	• No Significance
15. Educational Achievement	• Significant for N/R • No Significance for N/R*/P

N = Nonreferred, R = Referred, R* = Referred but not Placed, P = Placed

Findings

Contrary to theoretical expectations, the referred and nonreferred groups did not differ at a statistically significant level on their

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education profiles but difference did appear on their acculturation profiles. Findings also indicated a strong interaction and correlation between particular acculturation and education variables. Although academic concerns were cited as the primary reason for referral, there was no statistically significant difference in achievement test scores in any content area. There was a meaningful effect size between nonreferred and placed children. A significant interaction was found between minority enrollment and educational achievement. This is shown in Table 3 Summary of Results by Referral Status. Differences were found between R* and P subjects on selected acculturation variables: LAU category, language proficiency, minority enrollment, and acculturation. There were no significant differences for any education variable between these two groups.

Differences were found between N and P subjects selected acculturation variables: LAU category, language proficiency, minority enrollment, and acculturation. There were no significant differences between N and P groups on educational variable.

No significant differences were found between N and R* subjects on selected education variables.

A significant interaction was found between minority enrollment and educational achievement. Nonreferred subjects had higher educational achievement in schools with high minority enrollment while placed subjects had higher educational achievement in schools with low minority enrollment.

A significant relationship also was found between years in bilingual programs and educational achievement. Nonreferred subjects with more years of bilingual instruction had better educational achievement than nonreferred subjects with fewer years

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of bilingual/ESL instruction. This relationship between high educational achievement and years of bilingual instruction was significant for the entire sample population. This was also found to be true for language proficiency. A significant relationship was found between language proficiency and educational achievement for all referral status groups.

A significant relationship was found between years in the United States and educational achievement. Referred but no placed subjects who had been in the United States more than four years, were significantly higher in educational achievement than those who had been in the United States less than four years. The relationship between more years in the United States and level of educational achievement was statistically significant for the population as a whole. A significant relationship also was found between level of acculturation and educational achievement for all referral status groups. The population as a whole performed better on educational achievement the higher the level of acculturation.

It may be concluded that culturally and linguistically different children continue to be disproportionately referred and placed in special education. In addition, it can be stated, that the psychodynamics of acculturation are clearly factors in referral and placement and must be considered in the identification of culturally and linguistically different children with special needs.

Conclusions

The literature indicated that disproportionate referral to special education of culturally and linguistically different children decreased when minority enrollment increased and bilingual education programs were available (Finn, 1982). This study supported this finding. It also suggests that bilingual education appears to improve

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the educational achievement of culturally and linguistically different children. The finding that nonreferred culturally and linguistically different children apparently did better educationally in schools with high minority enrollment may be due to differences in the quality of the available alternative programs including bilingual instruction. It may also be related to the presence of role models, improved self concept, etc. There is also the possibility that CLD children are over-referred in schools with low minority schools or teachers may be less willing to risk censure for referring minority children with learning and behavior problems.

Some of the literature indicated that differences in education variables were to be expected between children referred to special education and those not referred to special education (Haring and McCormick, 1986). Prior research indicated that differences in educational achievement and overall ability may not be as significant in referral as other education variables, such as reason for referral (Ysseldyke & Algozzine, 1981). The results of this study indicate that CLD children referred to special education do not appear to differ significantly from those not referred in achievement and ability but do differ in degree of teacher concern. Although they did not differ significantly on their educational profile, all children were referred for `academic reasons rather than `behavior or other reasons. The implications are that regular classroom teachers need improved training in the identification of learning problems among and appropriate instruction for the culturally and linguistically different. The availability of alternative programs and intervention alternatives for concerned teachers may be indicated. As a result of this study, such an intervention process was developed and has been implemented for over 3 years (Collier, 1984).

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The literature indicated that there should be only slight individual differences in acculturation variables within a population of the same age, socioeconomic status and ethnic background (Padilla, 1980). However, the results of this study indicate that CLD children referred to special education differ significantly in acculturation characteristics from those no referred. Placed students appeared to be more highly acculturated, more bilingual, and more English proficient than either nonreferred or referred/not placed students. Referred but no placed students appeared to be the least acculturated, least proficient in English, and had the lowest achievement scores. Taken in conjunction with the minority enrollment findings, it may be that in low minority enrollment schools culturally and linguistically different children are referred more frequently, but only the most acculturated an English proficient of these CLD children are actually placed. One potential explanation for this is that the staffing teams may be sensitive to the difficulties inherent in assessing possible exceptionality in a less acculturated limited English proficient student and may defer full staffing and/or placement until the student is more acculturated and more proficient. However, there a few bilingual services available in the low minority enrollment schools and access is to these is clearly correlated to achievement. Therefore, it becomes a foregone conclusion that these children's special learning needs will not be met and they will be re-referred until they "qualify" for special education. At this time their initial learning problems may have been compounded with other learning and behavior problems. In minority enrollment schools, bilingual or ESL instruction may be used as an intervention for "at risk" children referred, but not placed in special education.

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In conclusion, acculturation characteristics were found to be significantly involved in the referral and placement of culturally and linguistically different children to special education, as well as highly correlated to the school achievement of these students.

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CULTURE CHANGES: Effects on Children

By Dr. Catherine Collier

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There is a growing concern in the United States about the increasing numbers of aliens in American society. People worry about how *we* are going to absorb *them*, about whether *they* can be assimilated into *our* society, and about what *our* society will be like if all of *these* people from different cultures become members of *ours*. Concerns about culturally and linguistically different populations is as old as humanity itself, as old as the first awareness of the other.

This concern is especially evident at this time in American history. There are not many areas of U.S. society that have not been affected by this new influx of culturally and linguistically different people. Those who have retained distinct cultural and linguistic identities have special social and educational needs. Many of these needs have to do with culture change, sometimes referred to as acculturation, and its effects on the education and development of culturally and linguistically different (CLD) children. In recent years, many researchers have studied the effect of language and culture change upon the development of thinking and social skills among CLD children (Ben-Zeev 1977, Cummins 1978, Wells 1981, Collier 1985).

> There is almost always some degree of resistance to change as most cultural groups do not lightly give up valued practices, whether economic, religious, or communicative.

The concern is especially acute for CLD children with learning and behavior problems. The needs of the child experiencing problems in

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the classroom may be both negatively and positively affected by the process of changing from the home culture and language to the culture and language of the mainstream classroom. In this paper, we will discuss culture change among various cultural groups as well as some of the effects of this process upon children's development and education. This will include comments regarding children experiencing learning and behavior problems in the classroom.

The common concept of acculturation or culture change is that of the melting pot, the complete assimilation of one group into another. However, assimilation is just one of the possible results of the complex process of culture change. Although most social scientists would agree with Edward Spicer (1961) that every contact (between cultures) involves some degree of social and cultural integration, there are several ways to look at what happens during this contact and integration process. Before one can understand the dynamic process of culture change, one must consider first what it is that is changing, i.e., culture. Culture is a very broad and complex term usually viewed as the shared concept of reality or patterns of interaction, communication, and socialization held in common by a particular group of people.

Another aspect of culture is that a group of people, in addition to sharing behavioral patterns and values, also share a common sense of identity. There is an identifiable boundary between members and non-members in the particular culture. This self and external identity becomes especially meaningful in the establishment and longevity of ethnic groups. For example, both members and non-members of the Navajo culture would recognize fluency in the Navajo language as one possible indicator of Navajo-ness, but probably only members would recognize a lack of speculation as a

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Navajo trait. Traditional Navajos rarely speculate about motives or past or future happenings. They generally report exactly what they see and hear without interpretation.

In a study by Henry (1947) Hopi and Navajo children were asked to make up stories about a set of ambiguous pictures. The Navajos described what they saw and did not try to explain the pictured activity. The Hopi children explained what they thought the people were doing and why they were doing it. They also volunteered what they thought had led up to the activity and what might happen in the future. This type of different view of reality has obvious implications in the use of particular curriculum materials or instructional techniques.

Many cultural elements or indicators are shared by different cultures, especially those in temporal or geographic proximity to one another. This sharing is frequently a result of the process of culture change, a dynamic source of some elements within a particular culture at a particular point in time. Culture is dynamic and no two individual members of the cultural group share exactly the same system of cultural knowledge. Social scientists all have a slightly different view of culture, depending on their peculiar perspective. As used in this paper, culture is a cognitive construct as defined by Goodenough (1957).

(Culture is) whatever it is one has to know or believe in order to operate in a manner acceptable to its members. Culture is not a material phenomenon; it does not consist of things, behavior, or emotions. It is rather an organization of these things. It is the form of things that people have in mind, their models of perceiving, relating, and otherwise interpreting them.

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As used in this paper, culture change is a type of adjustment to the presence of two (or more) cultures. Just as goods and services may be exchanged by the two cultures, so may values, languages, and behavior patterns. Padilla (1 980) proposes that theme are three stages of culture change: contact, conflict, and adaptation, He states that any measurement of culture change must consider each of these three stages at both the group and individual level. Linton (I 940) stated that directed and non-directed situations of contact, i.e., the purpose of the contact, must also be considered. The history, persistence, purpose of the contact, the nature of conflict and adaptations to this contact, as well as the individual's exposure to the second culture, interpersonal and intrapersonal conflicts, and personal adaptations, must all be considered.

It is important to consider the nature, purpose, duration, and permanence of the contact. For example, less culture change may be expected when the purpose of the contact is mutually desired trade, as in the 19th century between the Tlingits and the British in SE Alaska, as opposed to the forced exchange between the Russians and Eskimos in SW Alaska during the same time period.

Where there is deliberate extermination of beliefs over a long period of time we find even greater culture change. For example, the Moravian missionaries engaged in a systematic destruction of Yup'ik Eskimo culture. There is almost always some degree of resistance to change as most cultural groups do not lightly give up valued practices, whether economic, religious, or communicative. This conflict may be manifested in many ways, whether as psychological stress or physical aggression, but will always lead to some form of adaptation. Adaptation is in this sense a reduction of conflict and may take several forms.

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Another effect of culture change is acculturative stress. This stress is common though not inevitable during culture change, Berry (1 970) stated that acculturative stress is characterized by deviant behavior, psychosomatic symptoms and feelings of marginality, Berry also found that variations in stress and culture change patterns were dependent to some extent upon the cultural and psychological characteristics of the culture group, and the degree and nature of previous contact with culturally diverse groups. This type of stress has particular implications for educators as the side effects look a lot like the indications of learning disabilities commonly used to place children in special education classes.

The influence of child rearing and training patterns is of special importance in the growth and development of children. Socialization and family interaction patterns are affected by culture change in the same way that language, economic subsistence, and other cultural elements are. There is also an interactive effect among these elements in regard to the growth and development of children. There are effects upon their language, cognitive style, personality, and self concept. These are of concern in the child's development of his or her full potential and especially when the child may have special learning and behavior problems in the mainstream school system.

In one study of Hispanic culture change, Szapocznik and Kurtines (1980) found that stress from the culture change process could result in emotional and substance abuse problems. This occurred when family members adjusting to life in mainstream American culture did not integrate their home culture and language with that of the mainstream community. Although living in a community with two languages and cultures, both the parents and teenagers in

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the study rejected one culture and tried to identify exclusively with only one culture. These families were compared with families where parents and teenagers were bilingual and developed cross-cultural methods of adapting to their new communities. The bilingual and cross-cultural families had fewer incidents of substance abuse and dysfunctional interactions than the "monocultural' families.

In summary, the differing culture change patterns of culturally and linguistically different children must be taken into consideration in their assessment and instruction in mainstream schools and classrooms. The interactive effects of a particular child's culture change and the child's special needs must be considered in developing appropriate educational programs. In the next issue of Diversity, these special needs and the implications of culture and language change upon instructional intervention will be addressed.

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CULTURE CHANGES: Effects on Children (Part II)

By Dr. Catherine Collier

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In the last issue, Dr. Collier shared information about the process of culture change, focusing on how it affects the children in various cultural communities. In this issue, she will continue that discussion with the results of a research project. The goal of the project was to find out how culture changes influence the treatment of culturally and linguistically different children in public schools. The summary findings were: 1) in mainstream schools, these children are referred to special education programs much more often than other children, and 2) these children's referral and placement in special education programs was based on teachers' attitudes about what they perceived as learning and behavior problems.

This study of five public school districts in Colorado in 1984 and 1985 examined the assessment and instruction of culturally and linguistically diverse children. When identifying and responding to children with special needs, what parts do culture change and teacher's attitudes play? The study highlighted some important differences between those children referred to special education programs and those not referred. We also examined how we might predict a child's placement in a special education program by looking at these characteristics. The children we studied were Latino/Chicano students enrolled in bilingual or English as a Second Language programs. In the study, 49 percent of the children had been referred to special education programs. Of those children, 55 percent were actually placed in special education programs.

There were several major findings. Features of each student's education were evaluated, and only one reliable way of predicting a child's referral and placement in special education was found. This was the teacher's level of concern about what they saw as learning and behavior problems.

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Groups of children with different levels of cultural adaptation and culture change characteristics were referred to special education programs at different rates. Placed children more often came from schools with low minority enrollment. Those children who were referred to special education programs, but not placed, were the least culturally adapted and had the lowest achievement levels in all subjects.

The schools participating in this study provided information on Latino/Chicano students randomly selected from their K-6 bilingual and ESL programs. The students were compared on 15 variables related to culture change and educational achievement. These features were selected from cultural and linguistic factors, and also from education variables that are usually considered in the placement of any child in special education.

We wanted to look at these variables because prior research showed that children that had been referred or placed in a special education program should be much different from those that hadn't been referred, especially in relation to achievement and ability. In previous studies, the cultural and linguistic differences between mainstream and minority students became an additional factor in whether or not a child was referred or placed in special education. In our study, however, all of the children were from the same cultural and linguistic background. As they were also from the same socioeconomic background and age range, it was expected that the children's linguistic and cultural characteristics would be more or less the same. In theory, we were expecting to find that the differences between referred and nonreferred children would be in their educational profile, and not their cultural and linguistic profile.

Contrary to what we were expecting, the educational profiles of the children referred to special education and those not referred were relatively

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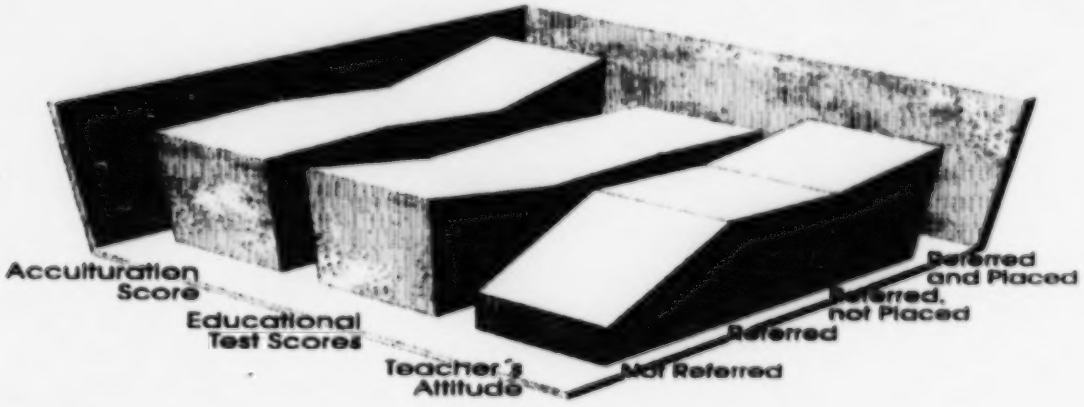
the same. The difference was in their cultural profiles. There was also a strong link between certain culture change variables and education variables. Although "academic" concerns were cited as the primary reason for referral, there was no statistically significant difference in academic test scores in any subject. There was a meaningful ***effect size*** between nonreferred and placed children in achievement scores. This means that there was a great difference in their achievement, but it was not "statistically" significant.

It became clear that the number of minority students enrolled in a school had a direct impact on students' educational achievement. In our study, the nonreferred students that attended schools with high minority enrollment



achieved higher test scores than those 'students who attended low minority enrollment schools.

Some of our results concerned all of the children in our study. All of the children with more years of bilingual instruction had better educational achievement than children with less bilingual instruction. Those who had spent more than four years in the U.S. consistently scored higher on

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academic testing, and those who had adapted culturally performed better on educational achievement.

Prior research showed that when minority enrollment in a school increases and where bilingual services exist, the proportion of culturally and linguistically different children referred to special education decreases (Finn, 1982). Our research supported this finding, and affirmed that bilingual education improves educational achievement for all of these children.

Why do these differential placements occur? Maybe when there are more minority students enrolled in a school, the quality of the alternative programs, like bilingual instruction, increases. These trends may also be related to the presence of role models and improved self-concepts, among other things. There is also the possibility that teachers with few minority students in their classes refer the ones they have to special education programs too often, and that teachers used to working with many minority students resist referring those with special learning and behavior problems. Teachers may be less willing to risk censure for referring minority children with learning and behavior problems.

Other prior research tells us that in referring a child to special education, the child's educational achievement and overall ability may not be as important as we usually think. The teacher's degree of concern about the child's special needs may be a more important factor (Ysseldyke & Algozzine, 1981). The results of our study indicate that referred children and those not referred do not differ in achievement or ability, but teachers have very subjective degrees of concern. Although they didn't differ much on their education profile, all children were referred for "academic"

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reasons rather than for "behavior" or other reasons. The implications are that regular classroom teachers need improved training in the identification of learning problems among the culturally and linguistically different. Having more and better alternative programs may be indicated. Also, assisting teachers in utilizing more effective instructional strategies prior to referral may also help. As a result of this study, such a teacher assistance and child intervention process was developed and is available.

In conclusion, culturally and linguistically different children are being referred to special education programs, for reasons other than educational underachievement. The results and conclusions of this study provide guidance in developing appropriate training for school personnel in the identification, referral and instruction of culturally and linguistically diverse populations in public schools.

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ACCULTURATION QUICK SCREEN (AQS)

WHAT IS THE AQS?

The AQS is a means of measuring the relative level of acculturation to public school culture in the United States. When a student acculturates he or she adjusts or adapts to a new cultural/social environment. These adaptations may manifest in a variety of ways including integration, assimilation, rejection, or deculturation. The Acculturation Quick Screen (AQS) is based on research on the factors which predict the degree of successful integration for those who are experiencing culture shock (Adler, 1975; Berry, 1980; Collier, 1985 and 1987; Juffer, 1983; and Padilla, 1980).

WHY USE THE AQS

Students who are in the process of adapting to a new culture/social environment may behave in a manner which is similar to learning disability or other inhibiting factor. Since students acculturate to new environments at different rates it is often difficult to tell who is still experiencing culture shock and who is not. Most diverse students will acculturate gradually over several years. Those who do not show change year to year may have some unidentified difficulty or be having some other destabilizing stressful experience. The AQS helps to illuminate difficulties that may be addressed by Interventions. This aids in providing appropriate assistance to the student and preventing inaccurate placement or intervention.

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WHAT DOES THE AQS DO?

The AQS measures the student's approximate level of acculturation to mainstream school culture. It is not intended for use in isolation nor as a predictive tool. It provides a useful piece of supplemental assessment information and is recommended for use as part of the information gathered to make instructional decisions during the 'prereferral intervention' period or for 'prevention/intervention' instructional activities.

The AQS is also a successful tool for substantiating decisions to modify testing evaluation and assessment procedures. It may be used to plan the selection of specific intensive learning and behavior interventions for culturally/linguistically different students rather than referring them to an evaluation and staffing.

WHEN TO USE THE AQS

The AQS should be administered at least four weeks after students have entered the school. This will allow you to assess their language abilities and to obtain previous school records. Students should be assessed every year at the same time to obtain an ongoing record and documentation of their rate of adaptation to the school system.

HOW DOES THE AQS WORK?

The scale provides a range from less acculturated to more acculturated and a 40 point scale. The AQS measures four levels of acculturation: significantly less acculturated, less acculturated, in transition, more acculturated, and highly acculturated. It is based on research discussed in

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Acculturation: Some New Theories (Padilla 1980), and Assessing Minority Students With Learning and Behavior Problems (Collier 1988). Students from diverse cultural and linguistic backgrounds will vary in their rate and level of acculturation to public school culture, but all are affected by various factors. These include individual characteristics of the students and their school.

WHO CAN TAKE THE AQS?

Although any student may be measured with AQS, it is most useful with students who come from a cultural or linguistic background which differs significantly from the mainstream of his or her particular public school. For example, the AQS will be useful with an American student from an ethnically, linguistically or racially diverse background who may be demonstrating learning or behavior difficulties. It also provides a significant profile for placement of refugee or immigrant students. For those using the Sociocultural Checklist, another CCDES screening tool which profiles resiliency factors, the AQS should be given to a student who had a high score on the Sociocultural Checklist to give more information about the student's learning characteristics.

SCORING THE AQS

Put the requested demographic, cultural, and environmental information about the student in the box on the top portion of the AQS. Record the actual number of years, proficiency or other information in the column titled "Raw Scores". Record the corresponding scale score from the lower box in the column titled "Scaled Score". Use the conversion tables on the lower portion of the form to calculate the AQS scale score. The scoring

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guidelines are given on the lower portion of the AQS form. A scale score is indicated for each raw score category.

Add the scale scores up and write the total in the space indicated for the total. This number is the student's AQS score. It will identify him or her as being within one of the ranges of acculturation at this point in time. The AQS should be recalculated for this student each year as part of monitoring their adaptation and to make appropriate instructional decisions.

The information needed to complete the scale is:

1. Number of years the student has been in the United States.
2. Number of years the student has been in the school district. This should be actual cumulative time in the district to the extent possible.
3. Number of school years the student has received direct instruction in bilingual or English as a Second Language classes. This should be actual cumulative time in the district to the extent possible.
4. Degree of bilingual proficiency.
5. Degree of language proficiency in the native language.
6. Degree of English language proficiency.
7. Ethnicity and/or nation of origin.
8. Percentage of enrollment in the school of the student's own ethnic or linguistic peers.

Items 4, 5, and 6 all refer to "language" proficiency. You will need to have at least an estimate of the student's relative level of proficiency in English and his/her native language. This may come from observation, an interview or an actual test score (LAS conversion table is provided on page 8). The student may have been raised speaking a recognized 'dialect' or variation of English with residual linguistic structures from a non-English language foundation. The student's proficiency in their 'native' speech community is measurable through observation, interview, or locally normed tests developed for this purpose.

Terms needed for the language items:

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- BICS (Basic Interpersonal Communication Skills) The student can use the language or dialect in informal conversations.
- CALP (Cognitive Academic Language Proficiency) The student has acquired enough competence in the language or dialect to solve problems or discuss the content of lessons at some length.
- Monolingual: The student commonly uses only one language or dialect.
- Primarily one language, some BICS in the other - The student can speak informally in their home language or dialect and their informal English is limited to a few conversational words, phrases and sentences. The student may have some measure of difficulty with the academic use of both languages.
- CALP in L1, some CALP in L2 - The student can successfully complete or understand assignments, take tests, or develop literacy at their grade level in their native language or dialect but has some measure of difficulty with these tasks in English.
- Bilingual BICS and CALP - The student can perform at grade level in both languages or dialects.
- Does not speak the language - The student does not speak the language or dialect.
- Has receptive comprehension - The student can understand when spoken to.
- Limited fluency or BICS only - The student can speak informally using basic words, phrases and sentences in the language or dialect.
- Intermediate fluency in BICS and some CALP - The student can speak informally and can understand or perform some academic tasks in the language or dialect.

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- Total fluency in BICS and CALP - The student can understand and perform at grade level in both languages or dialects.

LAS SCORE EQUIVALENTS

	AQS	LAS
Does not speak the language	.5	1
Has receptive comprehension	1	2
Limited Fluency or BICS only	2	3
Intermediate Fluency in BICS and limited CALP	3	4
Intermediate Fluency in BICS & CALP	4	5
Total Fluency in BICS and CALP	5	no correspondence

Language Assessment Scales (LAS) are frequently used to measure English and Spanish language skills as part of entry and exit criteria for bilingual and ESL programs. These may be used to generate their AQS equivalent.

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BVAT SCORE EQUIVALENTS

The Bilingual Verbal Ability Tests (BVAT) from Riverside Publishing may be used to generate the bilingual proficiency score on the AQS. The BVAT generates an RPI score (relative proficiency index).

	AQS	BVAT/RPI
Essentially monolingual	.5	0/90-5/90
Primarily one, some BICS in other	1	5/90-19/90
Fluent BICS in one, Intermediate BICS other	2	19/90-30/90
Basic CALP in one, Intermediate BICS in other	3	30/90-50/90
Most CALP in one, some CALP in other	4	50/90-80/90
Bilingual in BICS and CALP	5	80/90-100/90

GUIDELINES FOR SPECIFIC ITEMS

1. ***Number of years in United States:*** Under "Raw Score" write down the number of years the student has lived in this country. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the number of years that best corresponds with your raw score. To the right of this answer is an equals sign (=) and a single number (.5 to 5). Enter this number in the column labeled "Scaled Scores" at the top of your form.

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2. ***Number of years in the school district:*** Under "Raw Score" write down the number of years (cumulative) the student has been enrolled in your district. If he/she has moved in and out of the district, calculate time in district based on actual time spent in your schools to the extent possible. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the number of years that best corresponds with your raw score. To the right of this answer is an equals sign (=) and a single number (.5 to 5). Enter this number in the column labeled "Scaled Scores" at the top of your form.

1. Number of years in U.S.	2. Number Of Years In District
Less than one year = .5	Under one year = .5
One to two years = 1	One to two years = 1
Two to four years = 2	Two to four years = 2
Four to five years = 3	Four to five years = 3
Five to six years = 4	Five to six years = 4
Over six years = 5	Over six years = 5

3. ***Years in ESL/Bilingual program:*** Using school records, interviews with parents or other teachers, identify how much time, if any, the student has spent in direct instruction in bilingual education or English as a second language classes. This should be actual cumulative time to the extent possible. This may be "Newcomers" classes or classes for students of limited English proficiency. Under "Raw Score" write down the number of years (cumulative) the student has received this direct instruction. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the number of years that best corresponds with your raw score. To the right of this answer is an equals sign (=) and a single number (.5 to 5). Enter this number in the column labeled "Scaled Scores" at the top of your form.

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4. ***Degree of bilingual proficiency:*** Using the BVAT, local language tests, observations, informal assessment instruments, and interviews with parents and school personnel, identify the relative level of balanced proficiency the student has in both English and the student's native language or dialects. This may be a recognized linguistic variation of English, distinct for this student's ethnic background and/or traditional community. This is a comparison of the relative degree of use of the two forms of communication. Under "Raw Score" write down your estimate of how proficient the student appears to you and your informants. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the term that best corresponds with your "raw score". To the right of this answer is an equals sign (=) and a single number (.5 to 5).

3. Years In ESL/Bilingual Program		4. Bilingual Proficiency	
Up to one year in directed instruction	= .5	Essentially monolingual	= .5
Between one and one and a half years	= 1	Primarily one language, some BICS in other	= 1
Between one and a half to two years	= 2	Fluent BICS in one, Intermediate BICS in other	= 2
Between two and two and a half years	= 3	Basic CALP in one, Intermediate BICS in other	= 3
Between two and a half to four years	= 4	CALP in one, some CALP in other	= 4
Over four years	= 5	Bilingual in BICS and CALP	= 5

5. ***Degree of language proficiency in the native language or dialect:*** Using local language tests, observations, informal assessment instruments, and interviews with parents and school personnel, identify the relative level of proficiency the student has in their native language or dialect. This may be a recognized linguistic variation of English, distinct for this student's ethnic background and/or traditional community. Under "Raw Score" write down your estimate of how proficient the student appears to you and your informants. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the term

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that best corresponds with your "raw score". To the right of this answer is an equals sign (=) and a single number (.5 to 5). Enter this number in the column labeled "Scaled Scores" at the top of your form.

5. Native Language Proficiency	6. English Language Proficiency
Does not speak the language or dialect .5	Does not speak English = .5
Has receptive comprehension = 1	Has receptive comprehension in English = 1
Limited fluency in language or dialect = 2	Limited fluency or BICS only in English = 2
Intermediate fluency in language or dialect 3	Intermediate fluency in BICS and limited CALP = 3
Intermediate fluency in language or dialect = 4	Intermediate fluency in BICS and CALP = 4
Total fluency in language or dialect = 5	Total fluency in BICS and CALP in English = 5

6. ***Degree of proficiency in English:*** Using standardized or local language tests, observations, informal assessment instruments, and interviews with parents and school personnel, identify the relative level of proficiency the student has in "standard" English or the English used in your school and by the majority of your school personnel. This represents the "second language" or secóndary communication modality to which this student is acculturating. Under "Raw Score" write down your estimate of how proficient the student appears to you and your informants. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the term that best corresponds with your "raw score". To the right of this answer is an equals sign (=) and a single number (.5 to 5). Enter this number in the column labeled "Scaled Scores" at the top of your form.

7. ***Ethnicity or national origin:*** Using information from intake personnel, interviews with the student, parents and teachers, identify how the student views his ethnicity or national origin. This will give you an indication of his or her level of cultural awareness and self identity.

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However, the primary reason for this and item number 8 is as an indication of how prepared the school system is to adapt and acculturate to this particular student. Research has shown that, in general, public schools and school personnel are less prepared to work effectively with particular groups of diverse students. This does not mean your school is not doing as well as you can; they are broad indicators of issues that make acculturation more stressful for particular students in mainstream public school systems. Under "Raw Score" write down your estimate of how much the student appears to participate in activities. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the term that best corresponds with your "raw score". To the right of this answer is an equals sign (=) and a single number (.5 to 5). Enter this number in the column labeled "Scaled Scores" at the top of your form.

7. ETHNICITY/NATIONAL ORIGIN		8. PERCENT of STUDENT'S GROUP IN SCHOOL	
American Indian/Native American	= .5	81% - 100% of enrollment	= .5
Hispanic/Latino/Chicano	= 1	65% - 80% of enrollment	= 1
African, East Asian, Pacific Islander	= 2	45% - 64% of enrollment	= 2
West Asian or Middle Eastern	= 3	25% - 44% of enrollment	= 3
Eastern European	= 4	11% - 24% of enrollment	= 4
Western European	= 5	0% - 10% of enrollment	= 5

3. ***Percent of student's group in school:*** Using information from district and building level personnel, identify how many of this student's particular cultural community are enrolled in the school. This is specific to the student, i.e. if the student is Navajo, how many other Navajo students are in the school. If this is the only Navajo student in the school, you would note a nearly 0% enrollment even if there are several students from other American Indian tribes in the school. In

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other words, counting "Native Alaskans" or "Native Americans" is incorrect here; how many students come from this student's particular cultural/linguistic community. This will also give you an indication of the degree to which this student is at risk for stress factors such as alienation and isolation, and possible discrimination by other students. However, the primary reason for this and item number 7 is as an indication of how prepared the school system is to adapt and acculturate to this particular student. Research has shown that, in general, public schools and school personnel are less prepared to work effectively with specific groups of diverse students, particularly when their presence in the schools is infrequent or of 'low incidence'. These does not mean your particular school is not doing as well as possible; they are broad indicators of issues that make acculturation more stressful for particular students in mainstream public school systems. Under "Raw Score" write down your estimate of how much the student appears to participate in activities. Look at the choices shown under "AQS Scale Scoring Guidelines", and find the term that best corresponds with your "raw score". To the right of this answer is an equals sign (=) and a single number (.5 to 5). Enter this number in the column labeled "Scaled Scores" at the top of your form.

STUDENT EXAMPLES

- **Significantly Less Acculturated: 8-16** A Native American from a community in Central America who has just arrived in the United States, has not had classes in English as a Second Language (ESL), is identified as monolingual in their native language, is not literate in the native language, not proficient in English, and is attending a school with over 80% enrollment

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of their ethnic and language group would score as Significantly Less acculturated.

- **Less Acculturated: 16-21** This same student would score as Less Acculturated if they had some BICS in English or were literate in their native language.
- **In Transition: 21-29** This same student might score as In Transition if they were literate and highly proficient in their native language, had some ESL instruction in their nation of origin prior to coming to the United States, and were developing bilingual proficiency.
- **More Acculturated: 30-35** A German-American born in the U. S., attending a school with limited minority enrollment, who never switched school districts, who has a high literacy and oral proficiency in English (which is also their native language) could score More Acculturated.
- **Highly Acculturated: 35-40** This same student would score as Highly Acculturated if they also took classes in German or other second language, and were bilingual proficient, as acculturation to American public school culture also requires some skill with diversity.

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NAME: _____ SCHOOL: _____

DATE OF BIRTH: ____SEX: ____ GRADE: _____ AGE AT ARRIVAL IN U.S.: _____

LANGUAGE(S) SPOKEN AT HOME:

ACCULTURATION QUICK SCREEN (AQS)

CULTURAL/ENVIRONMENTAL FACTORS	Raw Scores	Scaled Scores
1. Number of years in United States		
2. Number of years in School District		
3. Number of years in ESL/Bilingual Education		
4. Bilingual Proficiency		
5. Native Language Proficiency		
6. English Language Proficiency		
7. Ethnicity/Nation of Origin		
8. % of Minority in Present School		
AQS Score Total:		

AQS SCALE SCORING GUIDELINES

1. NUMBER of YEARS IN U.S.

Under one year	= .5
One to two years	= 1
Two to four years	= 2
Four to five years	= 3
Five to six years	= 4
Over six years	= 5

2. NUMBER of YEARS IN DISTRICT

Under one year	= .5
One to two years	= 1
Two to four years	= 2
Four to five years	= 3
Five to six years	= 4
Over six years	= 5

3. YEARS IN ESL/BILINGUAL PROGRAM

Up to one year in directed instruction	= .5
Between one and one and a half years	= 1
Between one and a half to two years	= 2
Between two and two and a half years	= 3
Between two and a half to four years	= 4
Over four years	= 5

4. Bilingual Proficiency

Essentially monolingual	= .5
Primarily one language, some BICS in other	= 1
Fluent BICS in one, Intermediate BICS in other	= 2
Basic CALP in one, Intermediate BICS in other	= 3
CALP in one, some CALP in other	= 4
Bilingual in BICS and CALP	= 5

5. NATIVE LANGUAGE PROFICIENCY

Does not speak the language	= .5
Has receptive comprehension	= 1
Limited fluency or BICS only	= 2
Intermediate fluency in BICS and limited CALP	= 3
Intermediate fluency in BICS and CALP	= 4
Total fluency in BICS and CALP	= 5

6. ENGLISH LANGUAGE PROFICIENCY

Does not speak the language	= .5
Has receptive comprehension	= 1
Limited fluency or BICS only	= 2
Intermediate fluency in BICS and limited CALP	= 3
Intermediate fluency in BICS and CALP	= 4
Total fluency in BICS and CALP	= 5

7. ETHNICITY/NATIONAL ORIGIN

American Indian/Native American	= .5
Hispanic/Latino/Chicano	= 1
African, East Asian, Pacific Islander	= 2
West Asian or Middle Eastern	= 3
Eastern European	= 4
Western European	= 5

8. PERCENT of STUDENT'S GROUP

81% - 100% of enrollment	= .5
65% - 80% of enrollment	= 1
45% - 64% of enrollment	= 2
25% - 44% of enrollment	= 3
11% - 24% of enrollment	= 4
0% - 10% of enrollment	= 5

Comments:

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Significantly Less Acculturated: 5-16

This student is at the beginning stage of adjustment to this environment and is probably experiencing severe culture shock and several symptoms of acculturative stress such as distractibility, response fatigue, withdrawal, silence or not responding, code-switching, and confusion in locus of control.

This student should be receiving assistance with the acculturation process, culturally and linguistically appropriate instruction, English as a second language, and bilingual instruction in content areas. This student should not be tested with standardized assessment and diagnostic tools without cross-cultural and bilingual modifications in all aspects of the evaluation process and interpretation. Interventions appropriate for significantly less acculturated students include: translation, interpretation, & modification of normed instruments, assistance with acculturation process, bilingual assistance & bilingual materials,
cross-cultural communication strategies & first language instruction in content areas, school survival & adaptation assistance, and sheltered instruction in the first language.

Less Acculturated: 17-20

The student is at critical phase in their cross cultural adaptation and may exhibit high levels of anxiety followed by periods of depression due to the intensity of the adjustment they are facing. Care should be used at this stage since it can be accompanied by a variety of unexpected emotional reactions. The emotional reactions can be accompanied by signs of culture shock and symptoms of acculturative stress such as distractibility, response fatigue, withdrawal, silence or not responding, code-switching, and confusion in locus of control.

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This student should be receiving assistance not only with the acculturation process, but also with stress reduction and positive coping methods. Instructional adaptations should include culturally and linguistically appropriate instruction, English as a second language, and bilingual instruction in content areas.

This student should not be tested with standardized assessment and diagnostic tools without cross-cultural and bilingual modifications in all aspects of the evaluation process and interpretation. Interventions appropriate for less acculturated students include: translation, interpretation, & modification of normed instruments, assistance with acculturation process, bilingual assistance & bilingual materials, cross-cultural communication strategies & first language instruction in content areas, school survival & adaptation assistance, and sheltered instruction in the first language.

In Transition: 21-29

This student is in transition and is in the midst of cross-cultural adaptation and second language acquisition. He or she is probably still experiencing some culture shock and acculturative stress. Assistance with the acculturative process in the form of conventional bilingual and cross-cultural instructional techniques and assessment procedures should work well with these 'transition' students. Interventions appropriate for students in transition include: sheltered English with bilingual/multicultural content, peer tutors and cooperative learning strategies, access to translation in content areas, cross-cultural communication and instructional strategies, cognitive learning strategies, and authentic assessment.

More Acculturated: 30-35

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Although students at this stage are fairly well acculturated, they will still have some cross-cultural education needs. They may be as well acculturated as many of their classmates. Their cross-cultural education needs can be met with conventional mainstream instruction, assessment and diagnostic procedures with sheltered instruction and minor adjustment for differences in cognitive learning style. They may need encouragement to participate in diverse community activities to strengthen and maintain their connection to ethnic heritage. Interventions appropriate for more acculturated students include: cultural adaptation of content, access to translation as needed, training in cross-cultural communication, and cross-cultural cognitive learning strategies.

Highly Acculturated: 35-40

This student may have some cross-cultural education needs, but conventional mainstream instruction, assessment and diagnostic procedures should be possible without adaptation. Differences in cognitive learning style should be addressed. These students may need assistance in remaining connected to their ethnic community and encouraged to enhance and maintain their high level of bilingual proficiency. They may need assistance with strengthening their cross-cultural competence. Interventions appropriate for highly acculturated students include: access to translation as needed, opportunities to assist as peer tutors, training in cross-cultural communication, opportunities to participate in ethnic community activities, and cross-cultural cognitive learning strategies.

INTERVENTIONS THAT FACILITATE ACCULTURATION

Interventions which address specific side-effects of acculturation are listed on the following pages. Psychological side-effects of acculturation are culture shock, response fatigue, confusion in locus of control, and stress reactions. Cognitive

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academic side-effects of acculturation include differences in cognitive learning style, confusion in locus of control,
resistance to change, distractibility, response fatigue, and limited experience in academic settings.

Communicative side-effects of acculturation include code-switching, unresponsiveness and other stages in second language acquisition, uneven development of BICS and CALP in both languages, difficulty accessing instruction. Behavioral side-effects of the acculturation process include distractibility, disorientation, confusion in locus of control, withdrawal, and acting out. Ethno-ecological interventions address the cultural adaptation needs of children within the family and community.

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INTERVENTIONS THAT FACILITATE ACCULTURATION

The acculturation process has many side-effects. These may be psychological, cognitive academic, communicative, behavioral, or ethno-ecological. Some psychological side-effects of acculturation are culture shock, response fatigue, confusion in locus of control, and stress reactions. Cognitive academic side-effects of acculturation include differences in cognitive learning style, confusion in locus of control, resistance to change, distractibility, response fatigue, and limited experience in academic settings.

Communicative side-effects of acculturation include code-switching, unresponsiveness and other stages in second language acquisition, uneven development of BICS and CALP in both languages, and difficulty accessing instruction. Behavioral side-effects of the acculturation process may include distractibility, disorientation, confusion in locus of control, withdrawal, and acting out.

Interventions which address specific side-effects of acculturation are listed on the following pages. Ethno-ecological interventions address the cultural adaptation needs of children within the family and community.

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STRATEGIES	DESIRED OUTCOMES	DESCRIPTION & EXAMPLES
Psychosocial Assistance: Addressing culture shock, response fatigue, confusion in locus of control, stress reactions and other psychological side effects of acculturation process.		
Guided practice in constructive quality C2/L2 interactions	• Reduce response fatigue • Build C1-C2/L1-L2 transfer skills • Awareness of appropriate C2/L2 behaviors • Develop confidence in C2/L2 interactions • Reduce confusion in locus of control	Peer or specialist demonstrates how to act or speak in a given C2 situation. The situation is explained in L1 and each stage is modeled. C2/L2 representatives familiar to the learners come in and act out the situation with the instructor. Students then practice each stage of the interaction with these familiar participants until comfortable with the interaction.
Sheltered interactions with variety of C2 children and adults	• Develop higher tolerance • Access prior knowledge • Build C1-C2/L1-L2 transfer skills • Develop confidence in C2 interactions	Teacher develops game or other casual group interaction activity. Teacher or specialist explains in L1 what is going to occur and whom the students are going to meet. The C1 students are introduced to the C2 students and they engage in the game or activity together.
Video tapes about interaction patterns in America	• Awareness of C2 expectations • Reduce culture shock • Develop familiarity with C2/L2 interaction patterns	Groups of students and/or their families view videos developed locally or available from Intercultural Press and others about life in America and about interacting with Americans. Best shown in L1 and with facilitator.
Rest & relaxation techniques	• Reduce anxiety and stress responses • Reduce culture shock side effects	Relaxation techniques are shown in video or demonstration form with an explanation in L1. Students discuss when they might need to use these.
Role plays in constructive quality C2/L2 interactions	• Build C1-C2/L1-L2 transfer skills • Develop higher tolerance • Awareness of appropriate C2/L2 communication behaviors • Develop confidence in C2/L2 interactions	Students identify a number of uncomfortable or uncertain social or formal interactions. Teacher and assistant model the appropriate and inappropriate ways to handle these. Students take different roles in the interaction and practice these with each other and the teacher.
Survival strategies regarding rules of C2 interactions and expectations	• Reduce response fatigue • Reduce confusion in locus of control • Build C1-C2/L1-L2 transfer skills • Awareness of appropriate C2/L2 behaviors • Develop confidence in C2 interactions	Teacher identifies basic 'rules' of social and formal interaction that students will need to know immediately. Students may identify situations where they made mistakes. Teacher, assistant, and peers discuss situations and what is expected within these. Students may need to practice these.
Reduced stimuli	• Reduce response fatigue • Reduce culture shock • Reduce confusion in locus of control	Teacher starts room with relatively blank walls and empty spaces; also monitoring the use of music and other auditory materials. Teacher does not display or use visual auditory materials until students have been introduced to the content or have produced the materials themselves. Visual, tactile, and auditory experiences are introduced gradually and with demonstration.

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STRATEGIES	DESIRED OUTCOMES	DESCRIPTION & EXAMPLES
Cognitive Learning Assistance: Addressing differences in cognitive learning style, confusion in locus of control, response fatigue, resistance to change, distractibility, limited experience in academic settings, and other cognitive academic needs		
Role play in cognitive academic interaction strategies and cognitive learning strategies	♦Reduce response fatigue ♦Reduce confusion in locus of control ♦Build C1-C2/L1-L2 transfer skills ♦Awareness of appropriate cognitive academic language ♦Reduce distractibility	Teacher and assistant model the appropriate and inappropriate ways to use cognitive academic language and cognitive learning strategies (described above). Students take different roles in the interactions and practice these with each other and the teacher. Students practice the cognitive learning strategies in varied academic content areas and teacher monitors.
Cooperative learning strategies	♦Develop higher tolerance ♦Reduce distractibility ♦Access prior knowledge ♦Build C1-C2/L1-L2 transfer skills ♦Develop confidence in cognitive academic interactions	Teacher works with most acculturated students to model what is expected and how cooperative learning activities occur. Teacher facilitates various cooperative learning activities; varying setting and content of focus only after students have clear understanding of what they are to do in the different approaches. L1 explanations of what is expected are provided.
Classroom and school survival strategies	♦Build C1-C2/L1-L2 transfer skills ♦Develop confidence in cognitive academic interactions	Teacher and assistant demonstrate how to get around the school, what is expected of students in various school and learning interactions.
Mediated stimuli in classroom	♦Reduce distractibility ♦Reduce resistance to change	Teacher always previews new content, new materials, new sounds and any new activity with the students. Peers provide L1 explanations.
Self monitoring techniques	♦Reduce response fatigue ♦Reduce confusion in locus of control ♦Develop confidence in cognitive academic interactions ♦Develop independence in learning situations ♦Assume responsibility for learning	Individual students monitor their own learning behaviors using teacher or student made checklists. For example, students record a checkmark each time they catch themselves being distracted or each time they complete a specified portion of an assignment. May be paired with Rehearsal strategy described above.
Context embedded instruction (sheltered instruction techniques)	♦Reduce distractibility ♦Develop cognitive academic language proficiency ♦Develop content area skills ♦Reduce confusion in locus of control	Teacher always presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Students are encouraged to discuss lesson in L1 and work in small groups on content activities.
Video Tapes in L1 about American school rules, procedures, and exptations	♦Awareness of appropriate academic behavior ♦Reduce confusion in locus of control ♦Build C1-C2/L1-L2 transfer skills ♦Awareness of appropriate cognitive academic language ♦Reinfoe school/parent partnership	Groups of students and/or their families view videos developed locally or available from Newcomers to America and others about American public schools and about interacting with school personnel. Best shown in L1 and with facilitator. Students are encouraged to discuss what they see and experience in school with their families.

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STRATEGIES	DESIRED OUTCOMES	DESCRIPTION & EXAMPLES
Communicative Assistance: Addresses ***code switching, stages in second language acquisition, development of BICS and CALP in both languages, comprehensible input, and other communicative needs***		
Role play in L2 BICS and CALP development	♦Reduces codeswitching ♦Develops cognitive academic language ♦Build C1-C2/L1-L2 transfer skills ♦Awareness of appropriate C2/L2 communication behaviors ♦Develop confidence in C2/L2 interactions	Teacher and assistant model the appropriate and inappropriate ways to use basic interpersonal communication and cognitive academic language in various school settings, both in and out of the classroom. Students take different roles in the interactions and practice these with each other and the teacher. Students may suggest communication situations they want specific assistance with and teacher facilitates role-plays.
Peer bilingual tutoring	♦Develops cognitive academic language ♦Develops basic interpersonal communication ♦Build C1-C2/L1-L2 transfer skills ♦Develops content knowledge foundation	L1 peers who are more proficient in L2 assist L1 students in specific content area lessons and activities. The peers are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.
L1/L2 CALP instruction & transition	♦Reduces codeswitching ♦Develops cognitive academic language ♦Build C1-C2/L1-L2 transfer skills	Teacher working with student peers or assistant discusses the language of learning and the classroom. Bilingual posters and signs about CALP are posted and referred to regularly. Periodically the teacher will stop a lesson in various content areas and ask students to discuss what and how the lesson is being presented and academic behaviors expected.
Guided practice and planned interactions with different L2 speakers	♦Build C1-C2/L1-L2 transfer skills ♦Awareness of appropriate C2/L2 communication behaviors ♦Develop confidence in C2/L2 interactions ♦Reduce anxiety in social/academic interactions ♦Develops cognitive academic language	Peer or specialist demonstrates how to act or speak in a given C2 situation. The situation is explained in L1 and each stage is modeled. C2/L2 representatives familiar to the learners come in and act out the situation with the instructor. Students then practice each stage of the interaction with these familiar participants until comfortable with the interaction.
Cross-cultural communication strategies	♦Build C1-C2/L1-L2 transfer skills ♦Awareness of appropriate C2/L2 communication behaviors ♦Develop confidence in C2/L2 interactions	Teacher models the crosscultural communication strategies of reflection, proximics, latency, active listening, and others. Students and teacher practice using these in a variety of interactions.
Bilingual video tapes about American speech	♦Awareness of appropriate social and academic language ♦Build C1-C2/L1-L2 transfer skills ♦Develop confidence in C2/L2 interactions	Groups of students and/or their families view videos developed locally or available from Intercultural Press and others about American idioms, communication structures and expectations. Best bilingually and with an experienced facilitator.
Sheltered English	♦Reduce distractibility ♦Develop cognitive academic language proficiency ♦Develop content area skills	Teacher presents lessons in English with concrete models and demonstrations of both content and expected performance. Language is simplified and content focused.

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STRATEGIES	DESIRED OUTCOMES	DESCRIPTION & EXAMPLES
Ethno-ecological Assistance: Addresses *the adaptation needs of children within the family and community.*		
Guided practice in dealing with service personnel from school government agencies	• Improved confidence in official interactions • Reduced anxiety and stress • Strengthened school/parent partnerships	Peer or specialist demonstrates how to act in a given situation. The situation is explained in L1 and each step is modeled. Parents may suggest situations with which they want assistance. Parents and community members then practice each stage of the interaction, taking different roles each time until comfortable and successful in appropriate behaviors.
Cross-cultural counseling for families	• Reduced anxiety and stress • Reduce confusion in locus of control	Specialist with training in cross-cultural stress responses and culture shock provides counseling and guidance.
C1/C2 transition activities for families and community groups	• Improved confidence in C1/C2 interactions • Reduced anxiety and stress • Strengthened school/parent partnerships • Awareness of appropriate C2/L2 communication behaviors	Community liaison takes families on field trips to various educational and significant sites in the area. Families are given a preview of site, relevant activities, and explanations in L1 prior to trip. Examples are visits to schools, libraries, museums, zoos, colleges, aquariums, and factories.
Concurrent language development and language acquisition sessions for children and parents	• Improved confidence in C1/C2 interactions • Reduced anxiety and stress • Strengthened school/parent partnerships • Awareness of appropriate C2/L2 communication behaviors • Reduced culture shock	Classes are provided at a time selected by parents. Parents and adults participate in English as a second language instruction in one room while their children receive L1 instruction and academic content support in another. After formal class period the groups reunite and parents practice bilingual educational games they can play at home with their children.
Family centered learning activities such as literacy, math, or computers	• Reduced anxiety and stress • Strengthened school/parent partnerships • Awareness of academic expectations • Awareness of appropriate C2/L2 behaviors	Evening learning activities are offered to families centered on specific content areas. These Family Math, Family Computer, and Family Literacy Nights should have lots of interactive activities and educational fun. LEP parents benefit from L1 explanations about education outcomes.
Video tapes in L1 about American schools, communities, social service providers, laws, etc.	• Awareness of appropriate academic behavior • Reduce confusion in locus of control • Build C1-C2/L1-L2 transfer skills • Reduced culture shock • Reinforce school/parent partnership	Groups of students and/or their families view videos developed locally or available from Newcomers to America and others about American public schools and about interacting with service personnel. Best shown in L1 and with facilitator. Students are encouraged to discuss what they see and experience in school with their families.
Survival strategies for families	• Reduce confusion in locus of control • Build C1-C2/L1-L2 transfer skills • Awareness of appropriate C2/L2 behaviors • Develop confidence in C2 interactions • Reduce culture shock	Liaison or specialist identifies basic 'rules' of social and formal interaction that parents will need to know immediately. Parents may identify situations where they made mistakes or with which they wish assistance. Facilitator and parents discuss situations and what is expected within these. Parents practice and discuss their responses and strategies in these situations.
STRATEGIES	DESIRED OUTCOMES	DESCRIPTION & EXAMPLES
Behavioral Assistance: Addressing *Distractibility, Disorientation, Confusion In Locus Of Control, Withdrawal, Acting Out, And*		

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Other Behavioral Side Effects Of The Acculturation Process		
Cross-cultural counseling	♦ Reduced anxiety and stress ♦ Reduce confusion in locus of control	Specialist with training in cross-cultural stress responses and culture shock provides counseling and guidance.
Peer acculturation process support	♦ Reduced anxiety and stress ♦ Awareness of adaptation process	Peer support group discusses their experiences with acculturation and how they are dealing with culture shock.
Guided practice in classroom behavior expectations and survival strategies	♦ Improved confidence in school interactions ♦ Reduced distractibility ♦ Reduced acting out behaviors ♦ Reduced confusion in locus of control	Peer or specialist demonstrates how to act in a given school or C2 situation. The situation is explained in L1 and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
Guided practice in cross-cultural conflict resolution strategies	♦ Reduced acting out behaviors ♦ Reduced confusion in locus of control ♦ Reduced number of conflicts with other students	Peer or specialist demonstrates conflict resolution techniques in a given C2 situation. The situation is explained in L1 and each step is modeled. Students then practice each step of the resolution with familiar participants until comfortable.

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Acculturation Essentials

Use visual and demonstration cues.

Encourage students to handle new objects.

Use consistent patterns.

Use acculturation partners.

Set realistic deadlines.

Give extra time.

Be flexible.

Lighten up.

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About the Author

Dr. Catherine Collier has over 30 years experience in cross-cultural, bilingual, and special education. For eight years, she was a classroom teacher, resource room teacher, and diagnostician for the Bureau of Indian Affairs in Arizona and Alaska. She was the director of a teacher training program for the University of Alaska for seven years, preparing Yup'ik Eskimo paraprofessionals for certification as bilingual preschool, elementary, secondary, adult, and special educators. For eight years. Dr. Collier worked with the BUENO Center for Multicultural Education, Research, and Evaluation at the University of Colorado, where she created and directed the Bilingual Special Education curriculum/Training project (BISECT), a nationally recognized effort. She was the Director of Resource and Program Development for the American Indian Science and Engineering Society at the University of Colorado and is the author of several books and articles on cross-cultural and multilingual special education. She works extensively with school districts on professional and program development for at-risk diverse learners. Dr. Collier provides technical assistance and process/performance evaluations to departments of education regarding programs serving diverse learners. She is the principal developer of the software program "Acculturation Quick Screen" and many assessment and intervention instruments and materials. Her current work in progress is a new textbook, Teaching Language Minority Students: Issues and Strategies, and three chapters in the third edition of The Bilingual Special Education Interface, published by Merrill Publishing.

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